

EE GRANTS THRESHOLD ELIGIBILITY DETERMINATION

APPLICANT INFORMATION

APPLICATION FOUND (circle one): Eligible Ineligible

Name of Organization:

The Marine Mammal Center

Applicant ID:

123

Reviewer:

Reviewer ID #

009

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424			
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	
		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>	
* 3. Date Received: 04/28/2011		4. Applicant Identifier: 009-CAS	
5a. Federal Entity Identifier: <input type="text"/>		5b. Federal Award Identifier: <input type="text"/>	
State Use Only:			
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:			
* a. Legal Name: The Marine Mammal Center			
* b. Employer/Taxpayer Identification Number (EIN/TIN): 51-0144434		* c. Organizational DUNS: 0584485720000	
d. Address:			
* Street1: 2000 Bunker Road			
Street2: Fort Cronkhite			
* City: Sausalito			
County/Parish: <input type="text"/>			
* State: CA: California			
Province: <input type="text"/>			
* Country: USA: UNITED STATES			
* Zip / Postal Code: 94965-2619			
e. Organizational Unit:			
Department Name: Education		Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix: Ms.		* First Name: Ann	
Middle Name: <input type="text"/>			
* Last Name: Bauer			
Suffix: <input type="text"/>			
Title: Director of Education			
Organizational Affiliation: <input type="text"/>			
* Telephone Number: 415-289-7365		Fax Number: 415-754-4030	
* Email: bauera@tmnc.org			

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

CA-006

b. Program/Project

CA-006

Attach an additional list of Program/Project Congressional Districts if needed.

Representatives for MSDP Schools.pdf

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

01/01/2012

* b. End Date:

12/31/2012

18. Estimated Funding (\$):

* a. Federal	34,693.00
* b. Applicant	11,564.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	46,257.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

Ms.

* First Name:

Marci

Middle Name:

* Last Name:

Davis

Suffix:

* Title:

Chief Financial and Operations Officer

* Telephone Number:

415-289-7336

Fax Number:

415-754-4036

* Email:

davism@tmmc.org

* Signature of Authorized Representative:

Marci Davis

* Date Signed:

04/28/2011

**Counties in California
in which the
Marine Science Discovery Program Operates**

**Alameda
Contra Costa
Marin
San Francisco
San Mateo
Sonoma**

REPRESENTATIVES FOR MSDP SCHOOLS

School and Address	US Congressional Representative	State Senator	State Assembly
Oakland High	9th District	9th District	16th Dist
1023 MacArthur Boulevard	Barbara Lee	Loni Hancock	Sandre R. Swanson
Oakland, CA 94610			
Oakland Tech	9th District	9th District	16th Dist
4351 Broadway	Barbara Lee	Loni Hancock	Sandre R. Swanson
Oakland, CA 94611			
Jefferson High	12th Dist	8th Dist	12th Dist
6996 Mission Street	Jackie Speier	Leland Yee	Fiona Ma
Daly City, CA 94014			
Elsie Allen High	6th Dist	3rd Dist	7th Dist
599 Bellevue Avenue	Lynn Woolsey	Mark Leno	Michael Allen
Santa Rosa, CA 95407		and 2nd Dist	and 6th Dist
		Noreen Evans	Jared Huffman
Galileo High	8th Dist	3rd Dist	13th Dist
1150 Francisco Street	Nancy Pelosi	Mark Leno	Tom Ammiano
San Francisco, CA 94109			
Pittsburg High	7th Dist	7th Dist	11th Dist
1750 Harbor Street	George Miller	Mark DeSaulnier	Susan Bonilla
Pittsburg, CA 94565			

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
	N/A	N/A			
a. Personnel	\$ 11,268.00	\$ 7,200.00	\$	\$	\$ 18,468.00
b. Fringe Benefits	2,254.00	640.00			2,894.00
c. Travel		1,395.00			1,395.00
d. Equipment					
e. Supplies	2,871.00	2,329.00			5,200.00
f. Contractual					
g. Construction					
h. Other	18,300.00				18,300.00
I. Total Direct Charges (sum of 6a-6h)	34,693.00	11,564.00			\$ 46,257.00
J. Indirect Charges					\$
k. TOTALS (sum of 6I and 6J)	\$ 34,693.00	\$ 11,564.00	\$	\$	\$ 46,257.00
7. Program Income	\$	\$	\$	\$	\$

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Work Plan: Marine Science Discovery Program

Project Summary

Organization and Partnerships: Founded in 1975, The Marine Mammal Center (the Center) has become the world's most renowned rehabilitation and research facility for marine mammals and an established leader in marine science education. With a staff of skilled, dedicated veterinarians, marine biologists, and educators, we have treated over 11,000 marine mammals and educated nearly 500,000 schoolchildren, inspiring them to become thoughtful and informed stewards of our ocean environment through interactive marine science experiences.

The Marine Science Discovery Program (MSDP) was created in 1999 by Doreen Gurrola, MSDP coordinator and marine science instructor. She continues to work with high schools in the San Francisco Bay Area to offer this engaging environmental program, now the centerpiece of the Center's educational programming for low-income underserved students. Ann Bauer, director of education, will help manage the MSDP.

Key partners for this grant include high schools throughout the Bay Area and Aquarium of the Bay.

Summary: The Marine Mammal Center is not currently receiving funding from the EPA, nor has it received funding from the EPA for our Marine Science Discovery Program. Through this intensive program, we introduce low-income high school students to a variety of marine science career opportunities, such as research, fieldwork, animal care, oceanography, teaching, and lab analysis. The MSDP addresses three critical needs by providing hands-on science experiences for a low-income high school audience that may not otherwise have this opportunity, introducing a diverse audience to marine science and environmental careers, and in the process, creating informed citizens and environmental stewards. The goals of MSDP are to:

- Provide hands-on experience in laboratory and field techniques used in marine science
- Encourage stewardship of our shared marine environment and the life sustained within
- Introduce diverse and rewarding career opportunities in marine and environmental science
- Foster an appreciation for volunteerism and community involvement

The MSDP epitomizes the EPA's definition of Environmental Education—increasing awareness and knowledge about environmental issues among the participants and teaching students skills to think critically, make informed decisions, act responsibly, and solve problems related to environmental issues.

The MSDP addresses the EPA's Educational Priority of Career Development and the EPA's Environmental Priority of Protecting America's Waters.

Delivery Method: The program is implemented over an eight-week period and consists of classroom visits, hands-on labs, and three field trips. Students make group presentations about what they have learned through the MSDP in the final session as well as write an essay on the same subject.

Audience: We reach a diverse, low-income high school audience by partnering directly with San Francisco Bay Area schools and teachers to engage motivated 10th-12th grade students in AP/Honors Biology, Environmental, or Marine Science courses. We anticipate reaching 180 students through two sessions of MSDP. At least 50% of participants will come from disadvantaged backgrounds, as determined by qualification for the Free/Reduced Price Meals Program. At least 75% of the participants will identify themselves as an ethnicity other than Caucasian.

Costs: We request \$34,693 to support the following expenses related to the MSDP: personnel, travel, supplies, and bus and boat charters.

Since 1999, thanks to the generosity of private foundations and funding from government agencies, the Center has been pleased to partner with area high schools to offer this program free of charge. As one principal from San Francisco summarized it, “hands-on experimentation and investigation are at the core of all good science curriculum and feature heavily in our CA teaching standards. It is therefore truly unfortunate that it is often these essential activities that schools find themselves unable to fund during these tough economic times. Without programs like yours providing: labs, field trips, staff and equipment, students would have far fewer of these essential experiences.”

For many students, the program is an introduction to the interconnectedness and complexity of the coastal environments that exist beyond the borders of their communities. Teachers from another participating school in Oakland stress how MSDP “expanded their [students’] horizons far beyond our classroom and far beyond what students in Oakland get within our public school system or with their families.” They go on to state how MSDP “fit hand-in-glove with multiple strands of our Environmental Science Academy including the jump from school to career, the interconnectedness of species, biology, chemistry, the value of volunteer service, and the high value of outdoor experiences to pavement bound urban students.”

Their comments are a reminder that minorities are under-represented in STEM (science, technology, engineering, and math) careers, especially in marine science and environmental fields. At a time when the need for STEM graduates is only going to increase, the MSDP helps to foster an interest in these fields and the career opportunities they provide. A 2008 report from the National Action Council for Minorities in Engineering states that “minority students pursuing STEM degrees and careers has flattened out or even declined in recent years.” They note that the gap is worst in California—“underrepresented minorities constituted 43.7 percent of the population but received only 13.1 percent of the engineering bachelor’s degrees awarded in 2006.” Another study shows that the number of PhDs earned by minorities has increased in the past 20 years (National Science Foundation, 2009). Despite this increase, there is room for improvement given our nation’s growing minority population and the continued need to fill science and engineering positions in our society. Additionally, *An Ocean Blueprint for the 21st Century*, the final report of the U.S. Commission on Ocean Policy (2004), stresses the need for “a diverse, knowledgeable, and adequately prepared workforce to enhance understanding of the marine environment and make decisions regarding complex ocean- and coastal-related issues.”

The third need that MSDP addresses is also part of the EPA’s 2006-2011 Strategic Plan—Promote Environmental Stewardship. Throughout the program, we foster students’ sense of responsibility, helping them understand that by using their awareness, compassion, and intelligence, they can help ensure the conservation of marine mammals, our oceans, and the environment. Creating ocean stewards and increasing science literacy are also highlighted *An Ocean Blueprint for the 21st Century*—“to successfully address complex ocean- and coastal-related issues, balance the use and conservation of marine resources, and realize future benefits from the ocean, an interested, engaged public is essential.” A 2009 study by The Ocean Project notes that “American parents with children under age 18 believe that their children are excellent sources of information about the environment. Moreover, the research indicated that adults look to teens and tweens for guidance on environmental issues. The adults may remain the ‘decision makers’ but their children are increasingly becoming the ‘opinion-makers.’” Youth need to become environmental stewards in order to exist in today’s world.

HOW

We request funding to support two eight-week sessions (Spring 2012 and Fall 2012) of the MSDP for six different classes (180 students), summer internships for four students, development of web-based educational materials for teachers, and the pilot of social media to stay connected and inform students.

Each session of MSDP includes the following outputs:

- Share knowledge with peers and family members

Mid-term and long-term outcomes are further outlined in Appendix B.

We will also create a page on Facebook for MSDP participants and update it regularly. This will facilitate their ability to share their newfound knowledge with peers and family. We anticipate that they will continue to use this resource to receive and share updates on environmental issues and opportunities.

During Summer 2012, four students from the MSDP will participate in our Youth Summer Internship Program. Students who have completed the MSDP are invited to apply for these positions. The application, interview, and selection process occurs in May and students begin their internship in June. During this eight-week period, the students will take on roles in various capacities at the Center (animal care, research, education) and complete a project. Students will be paid for their time (CA minimum wage). In the short-term, they will gain valuable experience in marine mammal husbandry, veterinary science, and environmental education. We hope they will continue to volunteer at the Center and will eventually pursue an environmental or marine-related career.

Each summer we meet with the MSDP teachers to review the program and get their feedback. Their comments and evaluation have been instrumental in our program development over the years. Moving forward, however, we want to utilize this opportunity to provide professional development. By supplying them with educational materials, we will give them the necessary tools to further enrich the program with their classes. Recognizing teacher's limited time and our remote location, we will develop web-based training and supplementary materials, which can easily be shared with students. A webinar format will enable us to reach all of the teachers who participate in MSDP as well as those who are enrolled in our other high school programs. In this training, teachers will learn more about marine mammal research, current diseases, and human impacts affecting marine mammals. In addition, they will learn how to incorporate aspects of the program into their extended curriculum and apply the information to their other classes, allowing us to reach more students than those who participate in MSDP.

WHO

In the Spring 2012 and Fall 2012 sessions of MSDP, we anticipate reaching 180 underserved teens (six schools with 30 students each) from all walks of life and inspire them with meaningful lessons in marine science and conservation. We work with motivated students in 10th-12th grades enrolled in AP/Honors Biology, Environmental, or Marine Science courses. MSDP is offered free of charge to schools that participate. At least 50% of participants will come from disadvantaged backgrounds, as determined by qualification for the Free/Reduced Price Meals Program. At least 75% of the participants will identify themselves as an ethnicity other than Caucasian.

MSDP is tailored to meet the needs of underserved Bay Area high school audiences, particularly those in inner city and rural areas. We select schools based on our criteria that 40% or more of the students should be eligible for free or reduced lunch (based on state records). We have worked with numerous schools and teachers in San Francisco, Marin, Alameda, Sonoma, San Mateo, and Contra Costa counties and will recruit participating classes from the schools we have worked with previously. Over the last few years, we have worked with many of the same schools, allowing for consistency in the program. As teachers become more familiar with MSDP, they are able to use their previous experiences to incorporate our information into their curriculum. Past schools include Oakland High and Oakland Tech in Alameda County, Galileo High in San Francisco County, Elsie Allen High in Sonoma County, Pittsburg High in Contra Costa County, and Jefferson High in San Mateo County. Please see Appendix D for representative Letters of Commitment from schools that may participate in 2012.

In recent years, due to limited funding, we have needed to select classes that will participate. Recruitment takes place at the beginning of each school year (August/September) and classes are chosen based on our

2. **Students complete nine assignments** during the program (eight regular assignments and one final project). Students are graded (assigned points) on each assignment, based on a grading rubric (developed by MSDP staff in collaboration with participating teachers) and these grades become part of their overall class grade.
3. **Students complete an evaluation**, including both qualitative and quantitative questions, at the end of each of the eight sessions.
4. **Teachers complete an evaluation**, including both qualitative and quantitative questions, at the end of each of the eight sessions.

Each of these evaluation methods provides us an opportunity to track and measure the progress of the program as it is being implemented, keep tabs on the success of the outputs, and see that students are achieving the desired outcomes. In between the pre- and post-program questionnaire, we are able to check our progress and get feedback from students and teachers as they complete an evaluation after each one of the eight sessions. We review these immediately as they provide valuable qualitative information about the students' understanding of the content and specific recommendations for program improvement. Some recommendations are implemented immediately while others are analyzed prior to making changes for future programs. Our lead instructor and the contract instructor are in touch weekly to review the successes and the challenges of each classroom and field session. Homework assignments accompany each session and teachers require that students turn in the homework for a grade. We monitor their homework to ensure that students are engaged and they understand the content we deliver. These tools, along with our instructor's observation of students, and their frequent contact with the teacher, help us evaluate whether the outputs result in the desired short-term outcomes as the program progresses. Students' final projects demonstrate what they have learned and often are creative expressions of what they have internalized from the program.

We have been teaching the MSDP since 1999 and it has continued to evolve with the aid of evaluation. We are proud that our program enhances teacher's curriculum and provides hands-on, real-life experiences for low-income students that encourages them to become marine stewards, introduces them to career opportunities in marine and environmental science, and fosters an appreciation for volunteerism and community involvement.

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/28/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The Marine Mammal Center

* b. Employer/Taxpayer Identification Number (EIN/TIN):

51-0144434

* c. Organizational DUNS:

0584485720000

d. Address:

* Street1:

2000 Bunker Road

Street2:

Fort Cronkhite

* City:

Sausalito

County/Parish:

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

94965-2619

e. Organizational Unit:

Department Name:

Education

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Ann

Middle Name:

* Last Name:

Bauer

Suffix:

Title: Director of Education

Organizational Affiliation:

* Telephone Number:

415-289-7365

Fax Number:

415-754-4030

* Email:

bauera@tmmc.org

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="34,693.00"/>
* b. Applicant	<input type="text" value="11,564.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="46,257.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 4040-0006

Expiration Date 07/30/2010

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.		\$	\$	\$	\$	\$
2.						
3.						
4.						
5. Totals		\$	\$	\$	\$	\$

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SECTION C - NON-FEDERAL RESOURCES				
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8. <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>
9. <input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>
10. <input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>
11. <input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>
12. TOTAL (sum of lines 8-11)	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>
14. Non-Federal	\$ <input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>
15. TOTAL (sum of lines 13 and 14)	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT				
(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16. <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>
17. <input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>
18. <input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>
19. <input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>
20. TOTAL (sum of lines 16 - 19)	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>	\$ <input style="width:95%;" type="text"/>

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges: <input style="width:95%;" type="text"/>	22. Indirect Charges: <input style="width:95%;" type="text"/>
23. Remarks: <input style="width:95%;" type="text"/>	

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The Marine Mammal Center
RPA Proposal Budget for the Marine Science Discovery Program
Date of Grant Period: January 1, 2012-December 31, 2012

Budget Category	Description	Time %	RPA Funds	Non-RPA Funds	Total Project
a. Personnel					
Education Director	Overnight on budget, expenses, program staff and content (2.5% x \$62,725 annual salary (100% FTE))	2.5%	\$ 1,568		\$ 1,568
MSDP Coordinator	Coordination of logistics, program instructor, set up of webinar, social media site, and web-based educational material (45% x \$21,555 annual salary (50% FTE))	45%	\$ 9,700		\$ 9,700
Contract Instructor	Contract program instructor (200 hours @ \$20 per hour)			\$ 4,000	\$ 4,000
Student summer wages	Hourly wage (\$8 per hour) for 4 students to work approximately 100 hours each during summer			\$ 3,200	\$ 3,200
Total Personnel			\$ 11,268	\$ 7,200	\$ 18,468
b. Fringe Benefits @ 20%	Medical, dental, vision, life insurance, payroll taxes, workers' compensation		\$ 2,254	\$ 640	\$ 2,894
Total Personnel and Fringe			\$ 13,522	\$ 7,840	\$ 21,362
c. Travel					
Vehicle operations	6 round trips for instructors from Sausalito for each of 6 high schools @ \$.51 per mile estimated at 76 miles per round trip			\$ 1,395	\$ 1,395
Total Travel				\$ 1,395	\$ 1,395
d. Supplies					
Student hand-outs and curriculum materials	Printing of student packets (handouts, labs, homework, evaluations, and folders), and teacher/principal curriculum materials (folders, labs, evaluations, handouts, answer sheets), postage teacher and principal correspondence			\$ 400	\$ 400
Lab supplies	Dissecting tools (scissors, probes, tweezers), fish (for dissection), gloves, hand cleaners/sanitizers; Replacement membranes (general maintenance) for salinity and dissolved oxygen probes used for field sampling			\$ 500	\$ 500
Teaching supplies	4 Elephant Seal Teaching Pelts (estimated at \$200 each)			\$ 800	\$ 800
Laptop	Laptop to be used with the LCD projector and to support content and web development		\$ 1,500		\$ 1,500
LCD projector	LCD projector to use at school sites for classroom programs		\$ 1,371	\$ 629	\$ 2,000
Total Supplies			\$ 2,871	\$ 2,329	\$ 5,200
e. Other					
Student buses	Bus charters to bring 6 classes to Sausalito for 3 field trips @ \$550 per charter		\$ 9,900		\$ 9,900
Boat Charter	6 Marine Science Discovery cruise on San Francisco Bay @ \$1400/trip		\$ 8,400		\$ 8,400
Total Other			\$ 18,300		\$ 18,300
Total Direct Costs			\$ 34,693	\$ 11,564	\$ 46,257
Total Project Budget			\$ 34,693	\$ 11,564	\$ 46,257
			75%	25%	

We anticipate raising the matching funds needed for this grant (\$11,564) from foundation and corporate sources. We have successfully raised funds in the past for this program and anticipate that current donors would be pleased to match EPA funds.

Appendix A

[illegible]

APPENDIX C

PROGRAMMATIC CAPABILITY AND PAST PERFORMANCE

Programmatic Capability

Organizational Experience

Each year, The Marine Mammal Center's Education Department engages 30,000 California students and the general public through its multi-faceted public education programs. Our programs focus on the compelling subjects of marine mammals and the marine ecosystem, to encourage young people and the public to become engaged and informed stewards of our ocean environment. These engaging animals help us tell the story of ocean health and the urgent need for stewardship of Earth's marine environments.

Our close contact with marine mammals gives us the unique opportunity to learn about the species we treat, their health, and the issues facing their survival. We share what we have learned in order to foster an understanding of the interdependence between the animals, the oceans, the planet, and ourselves.

Current programs include the Marine Science Discovery Program (MSDP), Marine Mammal Research and Discovery, and Research Discovery Day for high school classes. Elementary and middle school teachers choose from 12 grade-specific classroom programs and tours when they come for field trips to our hospital facility. In addition, our Whale Bus travels to elementary schools, daycare centers, and summer camps throughout the Bay Area, where our instructors deliver outreach programs such as *Wonderful Whales*, *Playful Pinnipeds*, *Outrageous Otters* and others focused on marine natural history and conservation. The goal of our newest outreach program, *Ocean Ambassadors*, is to give students real ways they can change their habits so they truly are "ocean ambassadors" by teaching students that 80% of trash found in the ocean comes from the land and how it affects the animals and their environment. Through our Youth Program, we engage 60 to 100 high school students who volunteer with our animal care and education departments at the Center.

We have offered the Marine Science Discovery Program free of charge since 1999, engaging 1,958 students at 15 high schools in inner city and rural areas around the San Francisco Bay Area. More than half (60%) of these students were from economically disadvantaged backgrounds and 80% identified their ethnicity as other than Caucasian.

Staff Expertise/Qualifications

Three members of our Education Department play critical roles in the MSDP. Ann Bauer, director of education, provides oversight, making sure that program goals and outputs are met timely and successfully. Doreen Gurrola, MSDP coordinator/marine science instructor, oversees the day-to-day operations of the MSDP, interacts with schools, teachers, and students, plus teaches a portion of the classes. Karen Taussig, serves as a contract instructor for the MSDP. Brief descriptions of each staff member's expertise and qualifications follow and their curriculum vitae are attached.

Ann Bauer, director of education, holds a BS in Natural Resources Interpretation from Humboldt State University and a Bilingual Multi-Subject Teaching Credential from San Francisco State University. She served in the Peace Corps as a wildlands manager and environmental educator in Honduras and as an environmental education teacher trainer in Paraguay. She speaks Spanish fluently. Ann has been with The Marine Mammal Center since 1989. She has also authored a children's book, *Salty, The Sea And You*. She is the Board President of the Environmental Education Council of Marin.

Doreen Gurrola, MSDP coordinator and marine science instructor, holds an MS in Marine Science from Moss Landing Marine Labs, San Jose State University, and a BS in Biology from Long Island University at

Appendix D

Partnership Letters of Commitment

Attached are letters from our partners:

Aquarium of the Bay at PIER 39

**Representative high schools who have previously participated in the Marine Science
Discovery Program and may participate in 2012:**

**Elsie Allen High School in Santa Rosa, CA (Sonoma County)
Jefferson High School in Daly City, CA (San Mateo County)
Oakland High School in Oakland, CA (Alameda County)
Oakland Tech High School in Oakland, CA (Alameda County)**



Elsie Allen High School

593 Bellvue Avenue • Santa Rosa, California 95407

(707) 528-5028 • (707) 528-5029 - Fax

April 22, 2011

To: Environmental Protection Agency
From: Elsie Allen High School

Re: Partnership Letter of Commitment for the Marine Mammal Center

For the last 11 years, I have been fortunate to work with the Marine Mammal Center (TMMC) and their Marine Science Discovery Program (MSDP). At Elsie Allen High School, I primarily work with low-income students. The MSDP has allowed me to introduce these students to careers in marine science through hands on experiences. Many of these students would not have the opportunity to be on a boat or go to the beach or to see a marine mammal. But through this program, my students have gained these new opportunities.

In MSDP, I am required to be an active participant. Initially, I submit an application. Once chosen, I meet with TMMC staff and my principal to discuss the program goals and schedule dates. The most important role is for me to integrate the program information into my class curriculum. I need to prepare them for the labs and field trips and incorporate what they learn into my lesson plans. I am present for all classroom visits and field trips. I ensure that students turn in their homework assignments and actively participate in labs and field trips. Students are graded on their participation and homework by TMMC staff. I must incorporate the grade into my students' semester grades. At the end of the program, I complete the teacher evaluation and submit letter of recommendation.

MSDP has been a valuable opportunity for my students and me. It has enriched my curriculum and the students' experiences. Each year, I look forward to participating in this program. Funding of this program would ensure that disadvantaged students like mine, would learn to appreciate and protect our marine environment.

Sincerely,

Annette Bustamante
Annette Bustamante

Elsie Allen High School

OAKLAND DISTRICT



OAKLAND HIGH SCHOOL

1023 MacArthur Boulevard

Oakland, California 94610

(510) 879-3040

FAX (510) 879-3049

April 22, 2011

To: Environmental Protection Agency
From: Katharine M. Noonan

Re: Partnership Letter of Commitment for the Marine Mammal Center

For the last twelve years, I have been fortunate to work with the Marine Mammal Center (TMMC) and their Marine Science Discovery Program (MSDP). At Oakland High School, I primarily work with low-income students. The MSDP has allowed me to introduce these students to careers in marine science through hands on experiences. Many of these students would not have the opportunity to be on a boat or go to the beach or to see a marine mammal. Through MSDP, my students have gained these new opportunities.

In MSDP, I am required to be an active participant. Initially, I submit an application. Once chosen, I meet with TMMC staff and my principal to discuss the program goals and schedule dates. The most important role is for me to integrate the program information into my class curriculum. I need to prepare them for the labs and field trips and incorporate what they learn into my lesson plans. I am present for all classroom visits and field trips. I ensure that students turn in their homework assignments and actively participate in labs and field trips. Students are graded on their participation and homework by TMMC staff. I incorporate the grade into my students' semester grades. At the end of the program, I complete the teacher evaluation and submit a letter of recommendation.

MSDP has been a valuable opportunity for my students and me. It has enriched my curriculum and the students' experiences. Each year, I look forward to participating in this program. Over the years, several of my students who participated in MSDP have become fisheries biologists, conservation biologists, and environmental educators. Funding of this program would ensure that disadvantaged students like mine, would learn to appreciate and protect our marine environment, and become aware of career opportunities in environmental science and stewardship.

Sincerely,

A handwritten signature in black ink, appearing to read 'Katharine M. Noonan', written over a horizontal line.

Katharine M. Noonan, Teacher
Environmental Science Academy
Oakland High School
1023 MacArthur Blvd.
Oakland, CA 94610